



Idaho Technology Pilot Grant

Legislative Report Template

Questions? Please contact Alex Macdonald at

(208) 332-6955

amacdonald@sde.idaho.gov

Please fill out the following information

West Side School District

Spencer Barzee

208.747.3502

sbarzee@wssd.k12.id.us

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Purpose of Legislative Report

Because the intent of these legislative funds is to promote a scalable and sustainable model of technology learning initiative in Idaho, awardees will be required to submit periodic evaluation updates and yearly reports to the State Department of Education and the Idaho Legislature. It is expected that grantees will be available for scheduled site visits throughout the project from educational stakeholders.

Furthermore, in an effort to provide a display of best practices of technology integration processes, pedagogy, professional development and leadership, awardees will be required to provide a final dissemination report and video. Specific details regarding the requirements and length will be provided to awardees as the pilot grant project moves forward into Fiscal Year 2014. Reports will be submitted by grantees January 2014, June 2014, and December 2014.

Examples of Measurements

Examples of measurements for grantees to accumulate and report on include, but are not limited to the following:

- Student and teacher attendance
- Teacher attitude and retention
- Teacher evaluations
- Student discipline
- Student graduation/dropout rates
- Student participation
- Student surveys, measuring what students think and believe
- Fiscal and academic measurements of paperless environments
- Efficiencies documented throughout the project
- Project cost over time
- Recurring school and classroom trend and assessment data
- Student achievement in reading, science, and math
- Advanced learning opportunities for all students

Topics to be Included Within Legislative Report

Within the subheadings below, please provide information, feedback, and data (where possible) on the following items:

1. Retrospective summary since grant was awarded
2. Initial obstacles to overcome
3. Baseline student achievement data, as per project proposal
4. Other baseline quantitative data collected
5. Professional development/teacher discourse
6. Device rollout
7. Student discipline/digital citizenship
8. Fiscal savings/budget update
9. Next steps/project revisions

Retrospective Summary

It is essential that regular and ongoing professional development be one of the highest priorities for our district. Some of the administration initially felt that most of the professional development could be accomplished in the beginning of the project and then scale it back drastically. However, this is not best practice. The more teachers understand and feel comfortable using the device, the more it has the potential to impact student learning. Thus, regular training will help keep teachers excited about implementation and regular utilization with the devices.

The community “buy-in” with this project has been exceptional. We have established and maintained regular communication with the parents from the very beginning. We also provided parent meetings for the purpose of educating parents on the capabilities of the devices. Parents have been supportive and appreciative of this effort.

Initial Obstacles to Overcome

Wireless infrastructure

Wireless access point density required for high quality service is much greater than anticipated. Apple devices are “chatty” and use significant Internet and local bandwidth. Enterprise-grade centrally managed wireless solution is highly recommended.

Deployment

Apple’s deployment solution, Apple Configurator, is rudimentary software that is unreliable and cumbersome although actively developed and improving. They are having difficulty keeping pace with the increasing organizational demand for robust centralized management of their devices.

Mobile Device Management

Apple has transferred responsibility for MDM to third-party providers by providing a framework within their operating system which can be easily tapped by developers. Unfortunately, many of Apple’s consumer-centric paradigms inhibit the granular control large organizations desire.

Remote Filtering

Although it may not be a district’s responsibility to provide web-filtering services for devices inside student’s homes, the district feels it is cost-effective to provide the benefits of this service to parents. ***Internet safety is a significant local concern; remote filtering assists in building community support for the project.***

Curriculum Integration

Significant teacher energy is required to guide devices into the mold of a tool and away from the tendency toward entertainment. The digital tools available are invaluable. Maps and encyclopedias are enhancing geography; online dictionaries are helping students read and write, and science apps take students on personalized journeys through the cell. Unrestricted

devices and undisciplined students are both significant threats to successful implementation, but the devices fit well within and enhance existing curriculum. As Common Core standards are implemented, teachers are seeing more and more opportunity to integrate various computer programs into their curriculum.

Baseline Student Achievement Data

No data is available at this time.

Other Baseline Quantitative Data

- 71% of the students agree or strongly agree that the use of an iPad will help them be better prepared for college.
- 60% of the students agree or strongly agree that use of an iPad will help them achieve at a higher academic level.
- 66% of the students agree or strongly agree that use of an iPad will make their communication more efficient with teachers, friends, and family.
- 86% of the students agree or strongly agree that they can use the iPad without the help of a teacher.
- 68% of the students agree or strongly agree that they would prefer an eBook (electronic textbook) instead of a printed book.
- 80% of the students agree or strongly agree that they would prefer an iPad over a laptop.
- Prior to having iPads, 41% of our students utilized technology at least 3 days a week outside of a school for school-related purposes. Since deploying iPads to every student, 64% of our students use technology at least 3 days a week outside of a school for school related purposes.

Professional Development/Teacher Discourse

It is important to note that we chose to write the grant for Beutler Middle School because the faculty had a better understanding of technology compared to the other schools in our district. However, this did not eliminate the need for additional and ongoing professional development. In fact, more professional development was needed than anticipated; thus supporting our premise for sustained on-going professional development.

One particularly tech-savvy and innovative teacher was chosen to spearhead training and professional development efforts. This has proved to be invaluable especially in shifting these responsibilities away from IT personnel who do not have the educational background to deal with curriculum integration and classroom implementation of devices. There is a fundamental difference between making devices usable and actual proper utilization in the classroom. Our Technology Integration Specialist has been an invaluable resource, and our teachers have responded in a positive manner and welcome support and on-going training.

While representatives were present from iKeepSafe to help educate parents and students about safety features, they also provided training with the faculty. During this training

representatives discussed proper protocol to follow if the devices were ever used inappropriately. As a faculty, we role played specific scenarios that may occur throughout the course of the school year. This was especially helpful as it taught the faculty how to handle scenarios in a uniform and consistent manner.

Device Rollout

Rollout (meaning devices going home with students) was delayed due to technical difficulties and learning curve for IT staff. We underestimated the level of learning and experimentation that would be necessary to deploy the devices. Also, this technology is so cutting edge that the vendor (Apple) is still adjusting to large-scale adoption of their devices. A major update to the core iPad software (iOS 7) was released mid-project which also caused some delay. Significant time is consumed by downloads and application transfers.

Our paradigm shifted as the project developed from a “class-set” model to a true 1:1 model with devices travelling home with students. The security and safety concerns presented by devices leaving the district network caused much additional discussion and planning for control of the devices and their configurations.

Delays aside, the rollout has been extremely successful with no major issues after the devices were assigned to students. Students have developed a high level of personal ownership and care for their devices very well. They realize that having a personal device is a privilege and are grateful to have the opportunity to have a device for their educational purposes.

Student Discipline/Digital Citizenship

An essential part of our grant was funding for a company called iKeepSafe. iKeepSafe has a plethora of resources and specializes in digital citizenship. They are absolute masters in educating parents, students, and school leaders.

For two days, Beutler Middle School had two representatives from this organization on our campus. While they were here, they taught every student specific aspects on digital citizenship for two class periods. During this meeting students were taught the following principles:

- Appropriate actions dealing with online bullies.
- Staying safe while being online such as not giving out personal data and knowing with whom you are sharing information.
- Guidelines for posting video and written content online.
- Creating strong passwords that are not easily accessed by others attempting to hack their accounts.
- Effective strategies to manage their digital footprint.

These lessons were integrated with the middle school health curriculum and were actually taught during these class periods. The administration designed it this way so representatives

from iKeepSafe could model the lessons for our teachers. It is a priority in our district to prevent digital mischief.

Evening Meeting with parents covered the following information:

- Detailed information on their “be a pro” model which specifically covered balance, ethical use, privacy, reputation and relationships, and online security.
- Free home filtering and security options.
- Conversational topics to address with their students regarding technology.

Fiscal Savings/Budget Update

When we originally wrote the grant, the devices were \$404. Later we were able to find the devices for \$379. A similar price change happened with the keyboards. The original quote for the keyboards was \$95.98 each. After spending additional time researching what best fit our needs, we found a product that was better for our needs at a cost of \$65 per keyboard.

To this point we have spent 75% of our budget. We still have more applications, professional development, IT support, and equipment to purchase. We anticipate having about 15% of our original budget remaining when the school year is complete.

Next Steps/Project Revisions

1. Provide additional effective uses for devices with more advanced professional development since teachers now have a solid understanding of utilization.
2. Analyze which applications are working well and which can be removed.
3. Revisit configuration restrictions. Analyze which enabled features are distracting students and which disabled features could be useful in the classroom setting.
4. Plan implementation in other schools. We would very much like to provide mobile devices to these students as they move from this middle school into our high school and provide devices to our new middle school students for the next school year.